

Idaho Building Capacity

Statewide System of Support for School Improvement

School / District Application Summary

Cohort III

Contact Information

Region: SE

Application Received: 10/30/09

District # 93

District Name: Bonneville Joint School District

School Name: Rocky Mountain Middle School

School Address: 3443 North Ammon Road

Idaho Falls, ID 83401

Administrator Name: N. Shalene French

School Improvement Status

District: School Improvement Year 6

School: School Improvement Year 6

Title I School: Yes

Comments

BONNEVILLE

JOINT SCHOOL DISTRICT NO. 93

"Achieving Each Individual's Highest Potential"

3497 North Ammon Road, Idaho Falls, Idaho, 83401 • (208)525-4400 • Fax (208) 529-0104 • www.d93.k12.id.us

Dr. Charles J. Shackett, Superintendent

Dr. Bruce Roberts, Deputy Superintendent

Marjean McConnell, Assistant Superintendent

October 30, 2009

Idaho Building Capacity Project
Boise State University, Center for School Improvement and Policy Studies
1910 University Drive
Boise, Idaho 83725-1745

Ladies and Gentlemen:

Bonneville Joint School District No. 93 is happy to promise support for Rocky Mountain Middle School (RMMS) in the Idaho Building Capacity Project. Principal Shalene French and her staff have dedicated their time and energy to improve learning in all students for several years; surely they will be open to guidance offered in the IBC.

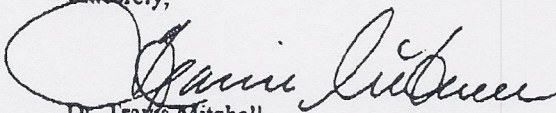
The District AYP history reveals significant strides in nearly all areas; with proficiency scores improving each year. Unfortunately, over the past three years, while Students with Disabilities and Limited English Proficiency students are improving on an annual basis, compared to state averages these groups continue to be well below proficiency levels. In response to this trend every elementary and middle school in the District has a new reading curriculum as well as a supplementary reading program called Fast Forward. Math instruction and learning is receiving the same level of intense District support to reach proficiency scores.

Should Rocky Mountain Middle School be selected to participate in the IBC the District will welcome the opportunity enthusiastically. We know that Ms. French and her staff will make whatever adjustments necessary to improve student learning. They have been willing participants in Making Middle School Work, through the Southern Regional Education Board (SREB). They welcomed a regular visit from an SREB consultant over a three year period, and made him a regular participant in their leadership team meetings. RMMS has also been active in the PALS program. It would not be inappropriate to say the RMMS is a gem in our community and in the Bonneville School District.

At the District level we have an organization that is capable of supporting school improvement efforts in our schools. Our district officers have many expertises that can be used in RMMS's work with IBC and the assigned consultant. We are capable of making school improvement work in any school in our district; yet, we are not too proud to accept outside guidance that can help our schools.

The Building Capacity Project has a great opportunity to move Rocky Mountain to a point of proficiency for every student. This project will work, it will be successful, and it will improve student learning. We are a fantastic candidate for IBC Project.

Sincerely,

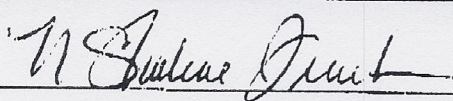


Dr. Travis Mitchell

Strategic Planning and School Improvement Coordinator

Idaho Building Capacity Project

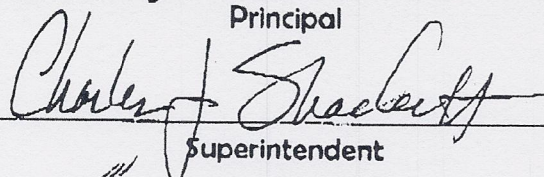
School / District Application

PART III: Required Application Signatures

Principal

10/29/09

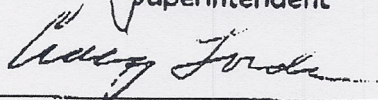
Date



Superintendent

10/29/09

Date



School Board Chairman

10/29/09

Date

PART IV: Performance Agreement

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.

PART I

As a school, Rocky Mountain Middle School's AYP history has been one of steady growth since 2007. Within our subpopulations – **Hispanic and Special Education** – we have seen positive growth in the ISAT areas of Reading and Mathematics. However, in ISAT **Language Usage** portion of the test, our Hispanic students and our Special Education students struggle to make progress. The grade level of most concern is our seventh grade. Overall, the seventh grade students show growth, but our seventh grade Hispanic students and Special Education students are in need of additional interventions.

We have been a part of the **Making Middle Grades Work** network which is a research-based consortium sponsored by the Southern Regional Education Board (SREB). As a school, we have seen a great improvement in our attention to each and every student. We have done this by improving our overall instructional practices, implementing school improvement teams known as Focus Teams, improving our emphasis on state standards, changing our class schedule to be more responsive to students. We have also hired an ESL teacher, implemented Title One Reading and Mathematics into our schedule, and we offer study hall academics before, during, and after school and on Saturdays. These changes have made a difference which is evident in our overall ISAT scores. **The most impressive increase in ISAT scores is in the area of Hispanic reading. On the 2009 Spring ISAT, our 90% of our eighth grade Hispanic students scores proficient or higher in Reading.**

We continue to support quality Professional Development opportunities such as the Idaho Best Practices Institute. As a faculty we are continuing our training on more effective advisory practices to build positive connections with our students. We continue to implement the ABC Not Yet Policy as we worked together to identify at-risk students. **This year, we will utilize the PLATO Assessment program** so that our teachers have relevant baseline data in order to help individual students more effectively and efficiently.

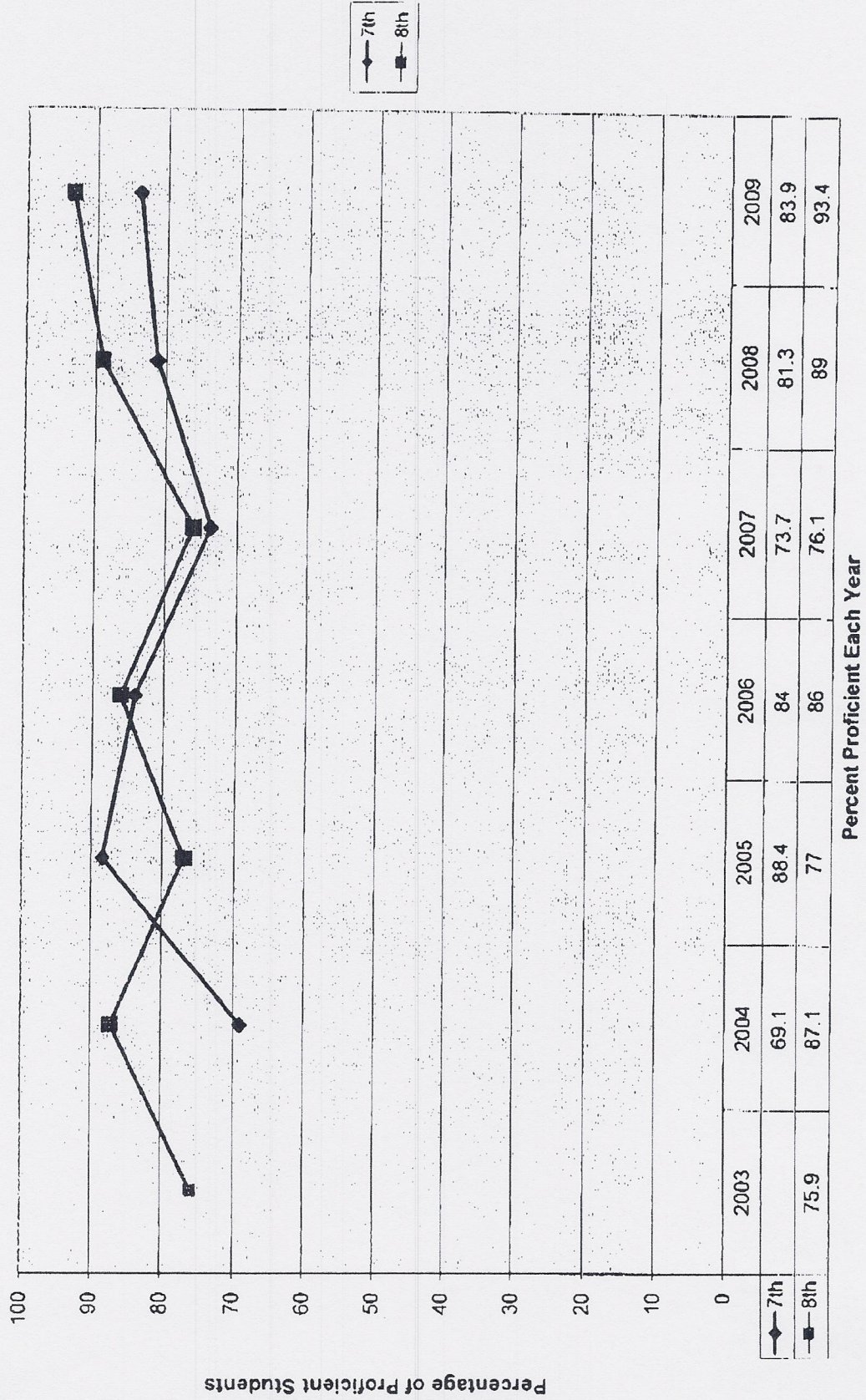
If we are selected for participation in the IBC project, **we envision the role of the Capacity Builder as a Professional Consultant who will have the skill, knowledge, and capabilities to give us guidance and ask us to reflect and review our current practices.** The Capacity Builder will also be able to help us determine if the interventions we are utilizing are truly benefiting students or if there are additional interventions that we should implement.

Through our School Improvement Focus Teams our staff will be included in the decision to participate in the IBC project. The Focus Teams are the driving force behind implementing our school improvement efforts. When we first became part of the SREB, there were many teachers who were resistant to the Technical Assessment Visit and the results of that visit. However, several teachers recognized that as a school we needed to reflect on our current practices and make the necessary changes to become a student centered school. This relationship with the SREB has proved to be a very positive one. We also are a part of the Principal Academy of

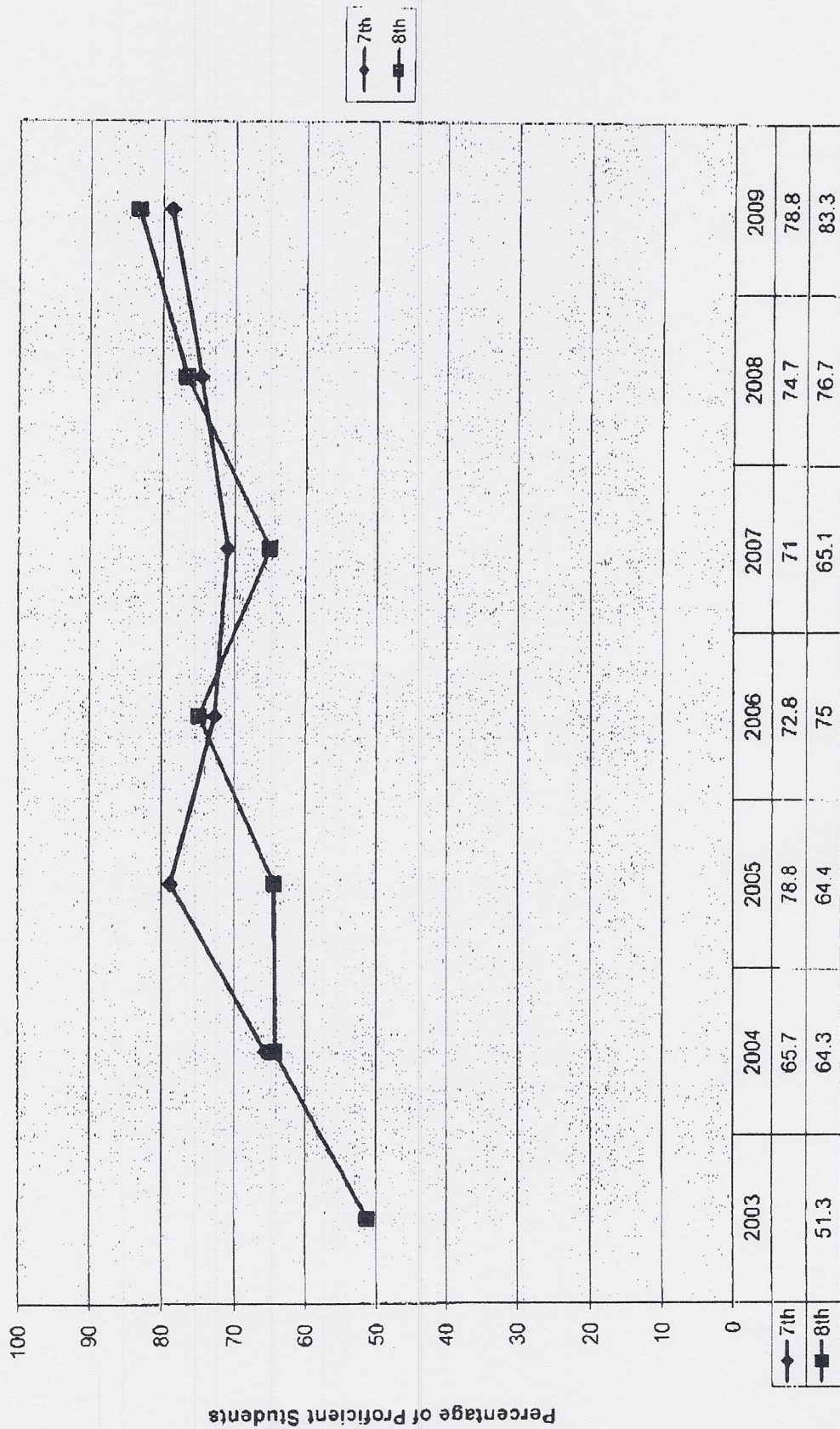
Leadership Cohort Group II. As part of this group, our faculty has been subjected to Instructional Review Visits and school wide faculty assigned reading. This last year we read Anatomy of Peace published by the Arbinger Institute. The Rocky Mountain staff is open to quality professional practices.

The outcomes we expect at Rocky Mountain as a result of participation in the IBC project would be to meet AYP – and have a greater number of students scoring Advanced on their ISAT. Rocky Mountain should be selected to participate in the IBC project because our professionals are committed to helping each individual student. They have already demonstrated that they are willing to make difficult changes as they strive to help our students. Although we have implemented many sound practices, with additional help, we will be challenged to reflect, review, and revise our educational beliefs as we strive to help each student achieve academic success.

RMMS Longitudinal Reading ISAT

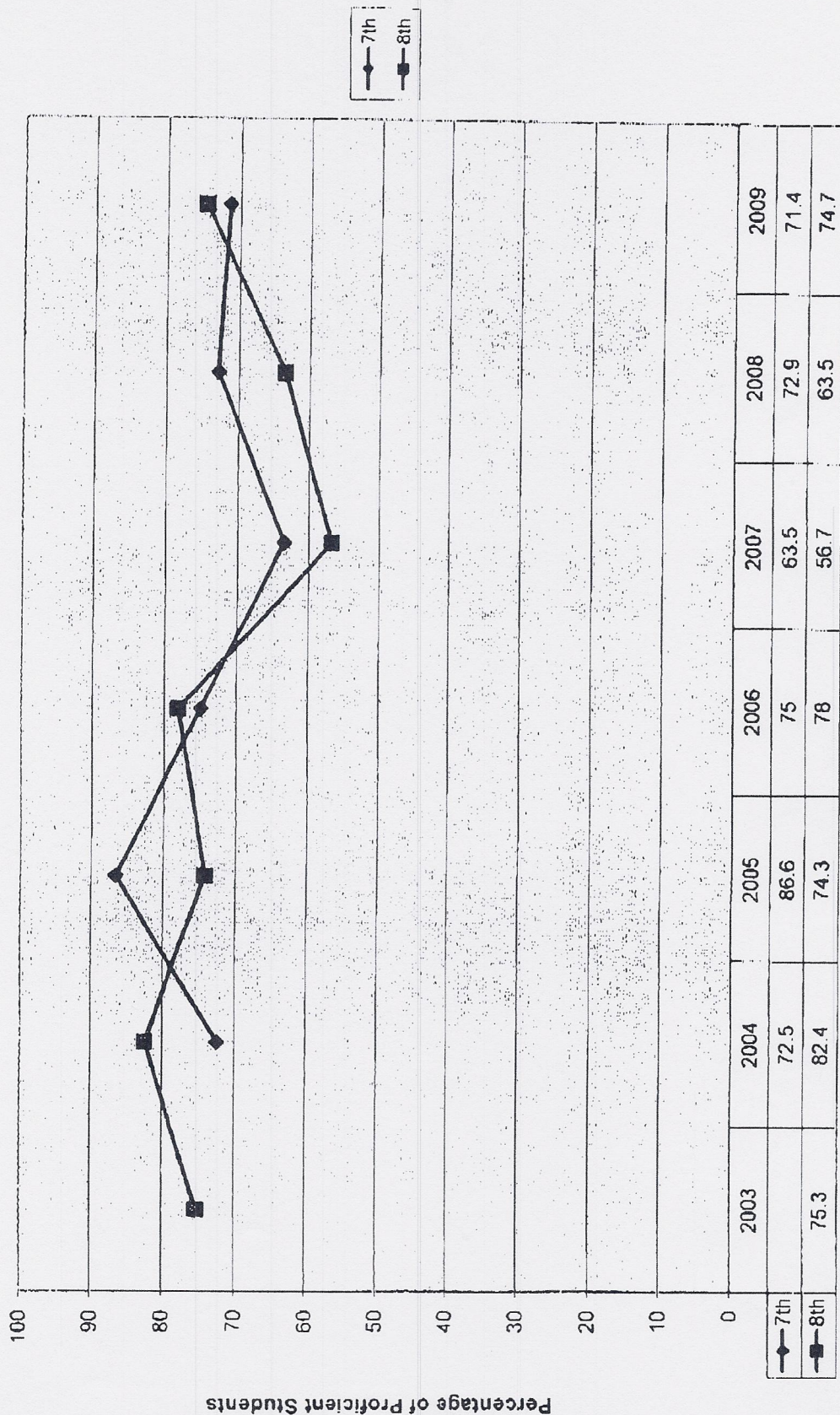


RMMS Longitudinal Math ISAT



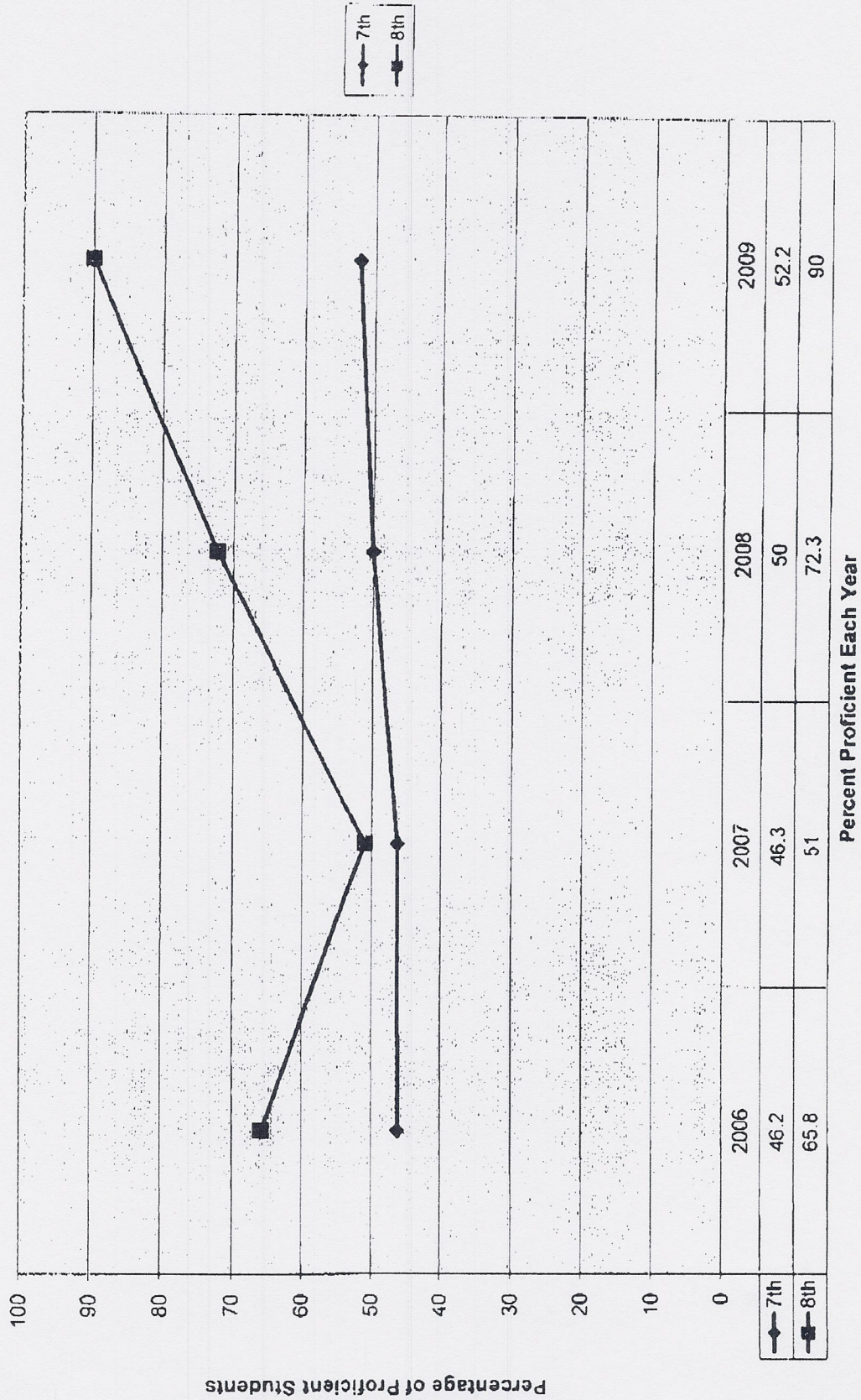
Percent Proficient Each Year

RMMS Longitudinal Language Usage ISAT

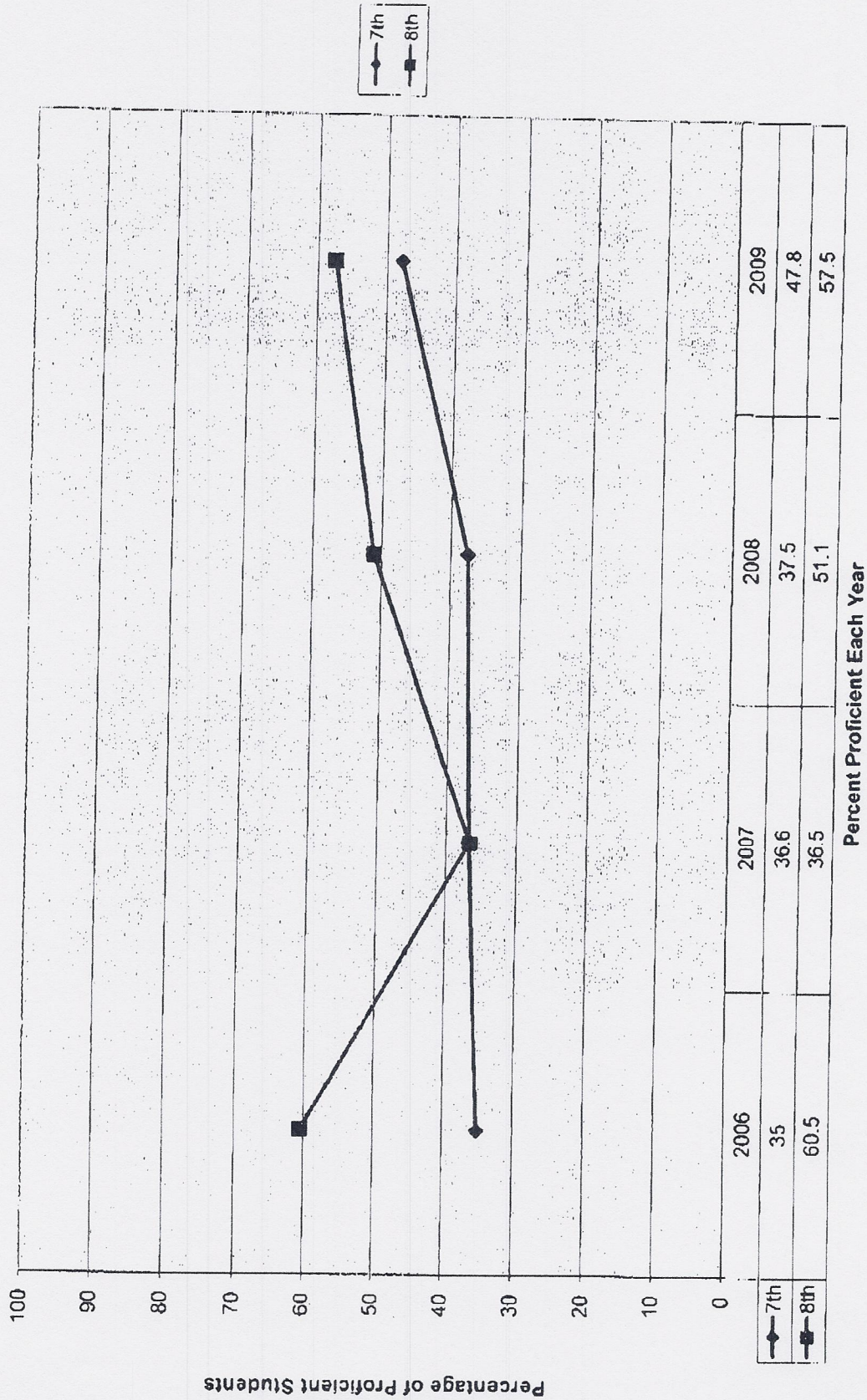


Percent Proficient Each Year

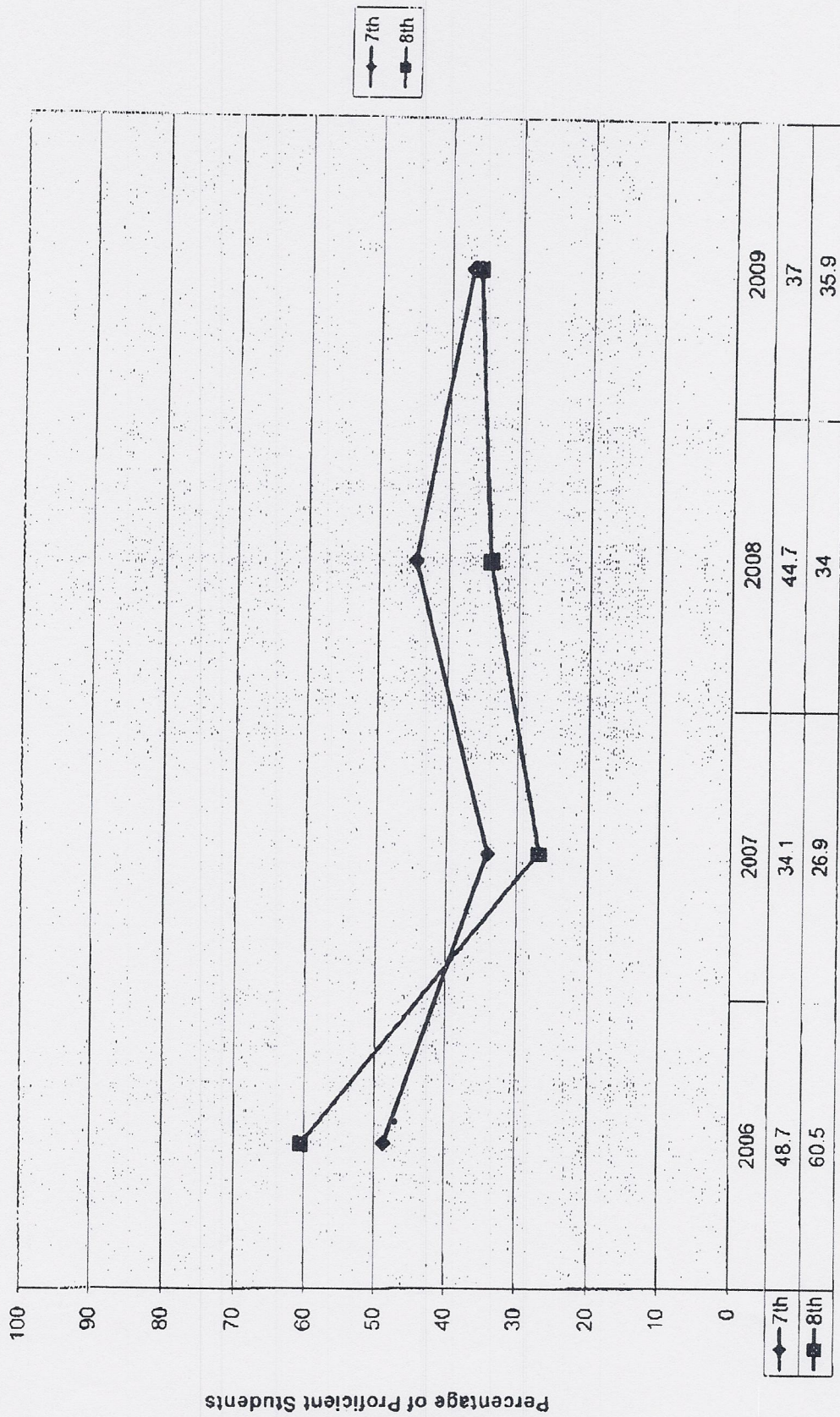
RMMS Hispanic Longitudinal Reading Results



RMMS Hispanic Longitudinal Math Results

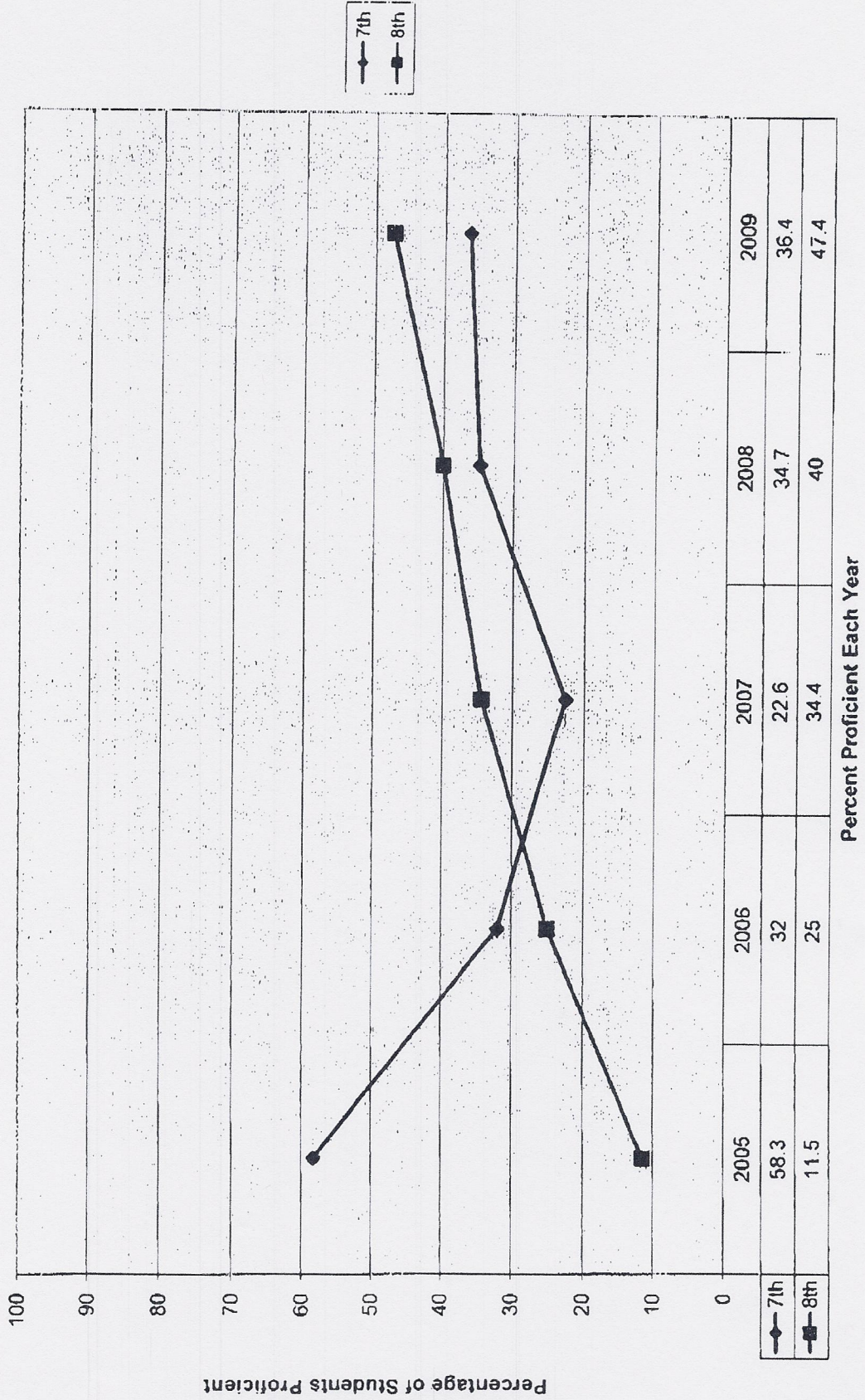


RMMS Hispanic Longitudinal Language Usage Results

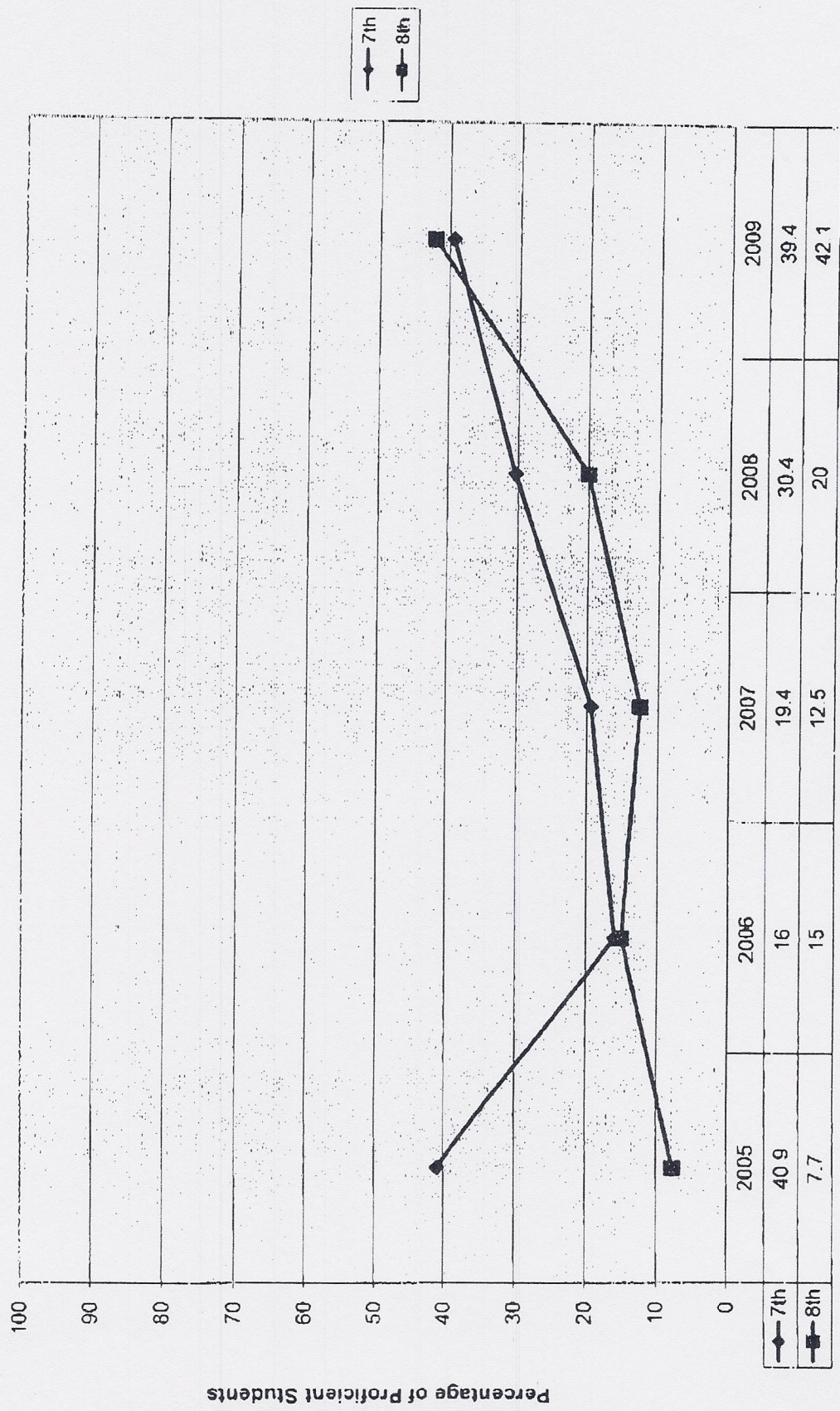


Percent Proficient Each Year

RMMS Special Education Longitudinal ISAT Reading Results



RMMS Special Education Longitudinal ISAT Math Results



Percent Proficient Each Year

RMMS Special Education Longitudinal ISAT Language Usage Results

